



Our stories, our heritage

Heritage Day is a time for South Africans to stop and think about who we are as a nation, where we have come from and where we are going. An important part of who we are, is the languages we speak, and the stories we tell and those that have been told to us.

Storytelling is central to our heritage as South Africans, Africans and human beings. As human beings we use stories to remember and to make sense of our lives. We tell each other about our lives using the story form. So, because telling and remembering stories is so easy for us, we can use stories to connect our children to their language, culture and the generations that have come before us. And what's more, as we share and tell stories, we inspire children to want to tell stories themselves – and this is where the literacy magic begins.

Do you want to make sure that your children are getting the most out of your storytelling times? Here are ideas to help deepen and extend their experiences of the stories you tell.

Before

- ★ Sing a song or say a rhyme linked to the content of the story or one of the story characters.
- ★ Ask your children if they know any stories about the kinds of characters that will appear in the story you are about to tell, for example, "Do you know any stories about boys or girls who get lost?" Invite your children to share their memories as well, for example, "Have you ever been lost?"

During

- ★ As you tell the story, stop briefly once or twice to ask, "What do you think will happen next?" When children think about cause and effect, it deepens their understanding about how things work.
- ★ Invite your children to join in the telling of the story by asking them to make sound effects, like knocking on the floor to make the sound of knocking on a door. They can also use

body movements to imitate parts of the story, for example, swaying like trees in the wind.

After

- ★ Many stories focus on how characters deal with challenges that life sends their way. Encourage your children to relate these things to challenges that they face in their own lives, by saying something like, "When I tell this story, it reminds me of how important good friends are. What does it remind you of?"
- ★ Children develop empathy by putting themselves in a character's situation. Help them to do this by asking them to think about why characters behaved in particular ways in the story.
- ★ Invite children to retell the story you have told, or to draw or paint a picture of their favourite part of the story. Or, act out the story with them. These activities help them to deepen their understanding of the story.

Ons stories, ons erfenis

Erfenisdag is 'n dag vir Suid-Afrikaners om stil te staan en te dink oor wie ons as 'n nasie is, waar ons vandaan kom en waarheen ons op pad is. 'n Belangrike deel van wie ons is, is die tale wat ons praat, die stories wat ons vertel en die stories wat vir ons vertel is.

Die vertel van stories staan sentraal tot ons erfenis as Suid-Afrikaners, Afrikane en mense. As mense gebruik ons stories om te onthou en om sin te maak van ons lewens. Ons vertel vir mekaar van ons lewens deur stories te gebruik. Omdat dit dus so maklik vir ons is om stories te vertel en te onthou, kan ons stories gebruik om ons kinders te verbind aan hul taal, kultuur en die geslagte wat voor ons daar was. En wat meer is, wanneer ons stories deel en vertel, inspireer ons kinders om self stories te wil vertel – en dit is waar die towerkrag van geletterdheid begin.

Wil jy seker maak dat jou kinders die meeste uit jou storievertelsessies kry? Hier volg 'n paar idees om hulle ervaring van die stories wat jy vertel te verdiep en uit te brei.

Voor

- ★ Sing 'n liedjie of sê 'n rympie op wat verband hou met die inhoud van die storie, of een van die karakters in die storie.
- ★ Vra vir jou kinders of hulle enige stories ken oor die soort karakters wat deel is van die storie wat jy gaan vertel, byvoorbeeld: "Ken julle enige stories oor seuns of meisies wat verdwaal?" Nooi jou kinders om ook hul herinneringe te deel, byvoorbeeld: "Het julle al ooit verdwaal?"

Tydens

- ★ Bly een of twee keer stil terwyl jy die storie vertel, en vra: "Wat dink julle gaan volgende gebeur?" Wanneer kinders oor oorsaak en gevolg dink, verdiep dit hul begrip van hoe dinge werk.
- ★ Nooi jou kinders om die storie saam met jou te vertel deur hulle te vra om die klankeffekte te maak, soos om op die vloer te klop om die geluid van 'n klop aan 'n deur na te boots. Hulle kan ook

liggaamsbewegings gebruik om dele van die storie uit te beeld, byvoorbeeld om te wieg soos bome in die wind.

Na

- ★ Baie stories fokus op hoe karakters die uitdagings wat die lewe vir hulle stel, hanteer. Moedig jou kinders aan om hierdie dinge in verband te bring met die uitdagings waarvoor hulle in hul eie lewens te staan kom deur iets soos die volgende te sê: "Wanneer ek hierdie storie vertel, herinner dit my aan hoe belangrik goeie vriende is. Waaraan herinner dit julle?"
- ★ Kinders ontwikkel empatie deur hulself in 'n karakter se situasie in te dink. Help hulle om dit te doen deur hulle te vra om te dink waarom die karakters in die storie op 'n spesifieke manier optree.
- ★ Nooi kinders om die storie wat jy vertel het, oor te vertel, of om 'n prent van hul gunstelingdeel van die storie te teken of te verf. Of voer die storie saam met hulle op. Hierdie aktiwiteite help hulle om hul begrip van die storie te verdiep.

What's inside?

- ★ The story by our Story Bosso 2016 winner
- ★ Two other stories to enjoy
- ★ A Heritage Day poster on page 2

Wat's binne?

- ★ Die storie deur ons Story Bosso-wenner vir 2016
- ★ Twee ander stories om te geniet
- ★ 'n Plakkaat vir Erfenisdag op bladsy 2



We will be taking a break until the **week of 15 October 2017**. Join us then for more Nalibali reading magic!

Ons neem 'n blaaskans tot die **week van 15 Oktober 2017**. Sluit dan weer by ons aan vir nog Nalibali-leesplesier!



Drive your imagination

Join us in taking the power of stories to the next level. Let's go!

Kom ons neem saam die krag van stories na die volgende vlak. Komaan!



Read to me.



In my language.

Get the most out of the Nal'ibali Supplement

Here are some ideas for using the Nal'ibali Supplement – again and again!



Kry die meeste uit die Nal'ibali-bylae

Hier volg 'n paar idees om die Nal'ibali-bylae weer en weer te gebruik!

- Make story resources.** Take the pages for the cut-out-and-keep books (pages 5–12) out of the supplement. On your own or with the children make these into books for the children to use. Use the longer Story Corner stories (pages 14 and 15) to create story cards by pasting them onto cardboard and covering them with cling wrap.
- Read aloud.** Use the cut-out-and-keep books as stories to read aloud to your class or reading club. Let the children follow along in their own copies as you read to them. For older children, you can do this with the Story Corner stories too.
- Read in two languages.** Both you and the children can have fun learning to read in two languages. First read the cut-out-and-keep books in your most familiar language and then in the other language.
- Read alone and in pairs.** Let the children choose which cut-out-and-keep book or Story Corner story they would like to read on their own (independent reading) or with another child (paired reading). At your reading club, also invite older children to read to younger children.
- Tell a story.** Familiarise yourself with the Story Corner stories and then tell them to the children in your class or at your reading club.
- Do classroom activities.** Use some of the “Get story active!” ideas that appear in the Nal'ibali Supplement, as classroom activities for your Literacy and/or Life Skills lessons.
- Store the stories.** Need a place to store the cut-out-and-keep books you have made? Reuse ice-cream containers, cereal and shoe boxes, and photocopy paper boxes and lids to store your reading resources. Keep them in a special place in your classroom or at your reading club, so that the children know where to find them if they want to read them.
- Share the news.** Look out for the Nal'ibali News, Nal'ibali Bookshelf, Reading Club Corner and Story Powered Schools features in different editions of the supplement. Cut out these features and display them in the staff room. Or, make a news board somewhere in the school so that parents, children and staff can all find out more about reading for enjoyment.
- Help families learn.** Share information with the children's parents and other caregivers by sending home page 1 of the supplement for them to read.

- Maak storie-hulpbronne.** Haal die bladsye vir die knip-uit-en-bêreboekie (bladsye 5–12) uit die bylae. Vou dit op jou eie, of saam met jou kinders, in boekies wat die kinders kan gebruik. Gebruik die langer Storiehoekie-stories (bladsye 14 en 15) om storiekaarte te maak deur dit op karton vas te plak en met kleefplastiek oor te trek.
- Lees hardop.** Gebruik die knip-uit-en-bêreboekies as stories wat jy hardop vir jou klas of leesklub kan lees. Laat die kinders in hul eie eksemplare volg terwyl jy vir hulle lees. Vir ouer kinders kan jy dit ook met die Storiehoekie-stories doen.
- Lees in twee tale.** Jy en jou kinders kan almal pret hê deur te leer om in twee tale te lees. Lees eers die knip-uit-en-bêreboekies in die taal wat jy die beste ken en dan in die ander taal.
- Lees alleen en saam met 'n maat.** Laat die kinders kies watter knip-uit-en-bêreboekie of Storiehoekie-storie hulle op hul eie (onafhanklike lees) of saam met 'n ander kind (lees in pare) wil lees. Nooi ook ouer kinders by jou leesklub om vir jonger kinders te lees.
- Vertel 'n storie.** Raak vertrouwd met die Storiehoekie-stories en vertel dit dan vir die kinders in jou klas of by jou leesklub.
- Doen klaskamer-aktiwiteite.** Gebruik van die idees in “Raak doenig met stories!” in die Nal'ibali-bylae as klaskamer-aktiwiteite vir jou lesse in Geletterdheid en/of Lewensvaardighede.
- Bêre die stories.** Het jy 'n plek nodig om die knip-uit-en-bêreboekies wat julle gemaak het te bêre? Gebruik roomshouers, graankos- en skoenbokse en bokse vir fotokopieerpapier om jou leeshulpbronne te bêre. Plaas die houers op 'n spesiale plek in jou klaskamer of by jou leesklub sodat die kinders weet waar om die boekies en stories te kry as hulle dit wil lees.
- Deel die nuus.** Wees op die uitkyk vir Nal'ibali-nuus, Nal'ibali-boekrak, Leesklubhoekie en Story Powered Schools in verskillende uitgawes van die bylae. Knip hierdie items uit en stal dit in die personeelkamer uit. Of maak 'n kennisgewingbord êrens in die skool sodat ouers, kinders en personeel meer kan uitvind oor lees vir genot.
- Help families om te leer.** Deel inligting met die kinders se ouers en ander versorgers deur bladsy 1 van die bylae huis toe te stuur sodat hulle dit kan lees.

Did you know that you can get copies of this supplement in other languages, or copies of earlier supplements? Go to the “Stories & supplies” section and then scroll down to “Story supplies” on our special Story Powered Schools website: www.storypoweredschools.org.



Het jy geweet dat jy eksemplare van hierdie bylae in ander tale, of eksemplare van vroeëre bylaes, kan kry? Gaan na die “Stories & supplies”-afdeling en rol dan af tot by “Story supplies” op ons spesiale Story Powered Schools-webwerf: www.storypoweredschools.org.

Putting stories at the heart of your school ★ Laat stories eerste staan in julle skool

Get story active!

Here are some ideas for using the two cut-out-and-keep books, *Spider, the drummer* (pages 5, 6, 11 and 12) and *Orange* (pages 7, 8, 9 and 10), as well as the Story Corner story, *The sky is falling down!* (page 14). Choose the ideas that best suit your children's ages and interests.



Spider, the drummer

Winner, Story Bosso 2016

This story is a retelling of a traditional South African story. In it, the people of a small village admire Spider for his drumming skills, but dislike his greediness. They decide to keep a village celebration a secret from Spider so that his greediness doesn't ruin it. But the trouble starts when Spider finds out.



- ★ Ask your children questions that encourage them to think critically about the actions of the villagers and Spider in the story. For example, you could ask:
 - ✿ Do you think the villagers were right to keep the celebration a secret from Spider? Why/why not?
 - ✿ Do you think Spider was right to feel angry at them for keeping the celebration a secret? Why/why not?
- ★ Suggest that your children add to the story. Ask them to imagine what the villagers did after the story ends. When the villagers woke up the next morning, how did they feel about what had happened? What might they have decided to do? Your children could start their new part of the story, with, "The next morning when the villagers woke up ...". Encourage them to write or tell the next part of the story.

Orange

On his visit to the city, a young boy notices all the things around him that are the colour, orange. Younger children will enjoy this book, but you can use it with older children too. Suggest that they read it in their home language first and then in the other language of the supplement.



- ★ As you read the book together, talk about the illustrations. You can ask your children questions like these on each of the pages.
 - ✿ What can you see that is orange in this picture?
 - ✿ What is the boy/the boy's family doing?
 - ✿ What else can you see in the picture?
- ★ Encourage your children to make their own books about a colour. They could draw the pictures themselves or cut them out of magazines. Help younger children by writing down the words and/or sentences that they tell you for their book. Suggest that older children make bilingual books by writing their book in their home language first and then translating it into another language.

The sky is falling down!

Little Chicken is out walking one day when a marula fruit falls on her head. She thinks that the sky is falling down and decides that she must go and warn the chief. Along the way, Little Chicken meets other animals that join her. They are all so busy worrying about the falling sky that they don't realise what danger they are in when they meet Jackal!



- ★ When Little Chicken said that the sky was falling, all her friends believed her without question. Nothing bad would have happened if they had asked Little Chicken questions to help them work out what had really struck her on the head. Ask your children what they think we can learn from this.
- ★ Invite your children to draw or paint a picture to show what it might look like if the sky really was falling down.
- ★ Can your children think of a different ending for this story? Invite them to retell the story in their own way, changing what happened after the animals entered the Jackal's cave.

Raak doenig met stories!

Hier is 'n paar idees om die twee knip-uit-en-bêreboekies, *Spinnekop, die tromspeler* (bladsye 5, 6, 11 en 12) en *Oranje* (bladsye 7, 8, 9 en 10), asook die Storiehoekie-storie, *Die hemel val!* (bladsy 15) te gebruik. Kies die idees wat die beste by jou kinders se ouderdomme en belangstellings pas.

Spinnekop, die tromspeler

Winner, Story Bosso 2016

Hierdie storie is 'n oortelling van 'n tradisionele Suid-Afrikaanse storie. In die storie bewonder die mense van 'n klein dorpie vir Spinnekop omdat hy so goed kan trom speel, maar hulle hou nie van sy gulsigheid nie. Hulle besluit om nie vir Spinnekop te vertel van die fees wat hulle in die dorpie wil hou nie, sodat sy gulsigheid nie die fees ruïneer nie. Maar die moeilikheid begin wanneer Spinnekop tog uitvind daarvan.

- ★ Vra vir jong kinders vroeë wat hulle aanmoedig om krities te dink oor die optrede van die dorpenaars en Spinnekop in die storie. Jy kan byvoorbeeld vra:
 - ✿ Dink julle die dorpenaars was reg om nie vir Spinnekop van die fees te vertel nie? Waarom/waarom nie?
 - ✿ Dink julle Spinnekop was reg om kwaad te wees vir die dorpenaars omdat hulle die fees geheim gehou het? Waarom/waarom nie?
- ★ Stel voor dat jou kinders die storie uitbrei. Vra hulle om te dink wat die dorpenaars gedoen het na die storie eindig. Hoe het die dorpenaars die volgende oggend gevoel oor dit wat gebeur het? Wat kon hulle besluit het om te doen? Jou kinders kan hul eie nuwe deel van die storie begin met: "Die volgende oggend toe die dorpenaars wakker word ...". Moedig hulle aan om die volgende deel van die storie te vertel of te skryf.

Oranje

Wanneer hy stad toe gaan, sien 'n jong seun al die dinge wat oranje is om hom raak. Jonger kinders sal hierdie boek geniet, maar jy kan dit ook met ouer kinders gebruik. Stel voor dat hulle dit eers in hul huistaal lees, en dan in die ander taal van die bylae.

- ★ Gesels oor die illustrasies terwyl julle die boek saam lees. Jy kan vir jou kinders vroeë soos die volgende op elk van die bladsye vra.
 - ✿ Wat kan jy in hierdie prent sien wat oranje is?
 - ✿ Wat doen die seun se gesin?
 - ✿ Wat kan jy nog in die prent sien?
- ★ Moedig jou kinders aan om hul eie boeke oor 'n kleur te maak. Hulle kan die prente self teken of dit uit tydskrifte uitknip. Help jonger kinders deur die woorde en/of sinne wat hulle vir jou sê vir hul boek neer te skryf. Stel voor dat ouer kinders tweetalige boeke maak deur hul boek in hul huistaal te skryf en dit dan in 'n ander taal te vertaal.

Die hemel val!

Toe Hennenjies op 'n dag gaan stap, val 'n maroela op haar kop. Sy dink dis die hemel wat val en besluit sy moet die hoofman gaan waarsku. Langs die pad ontmoet Hennenjies ander diere wat saam met haar gaan. Hulle is almal so besig om hulle te bekommer oor die hemel wat val dat hulle nie besef in watter gevaar hulle verkeer toe hulle vir Jakkals ontmoet nie!

- ★ Wanneer Hennenjies sê dat die hemel val, glo al haar vriende haar sonder om dit te bevraagteken. Geen slegte ding sou met hulle gebeur het as hulle vir Hennenjies vroeë gevra het om hulle te help uitwerk wat regtig op haar kop geval het nie. Vra jou kinders wat hulle dink ons hieruit kan leer.
- ★ Nooi jou kinders om 'n prent te teken of te verf om te wys hoe dit dalk sal lyk as die hemel regtig val.
- ★ Kan jou kinders aan 'n ander einde vir hierdie storie dink? Nooi hulle om die storie op hul eie manier oor te vertel, en dit wat gebeur het nadat die diere in Jakkals se grot ingestap het, te verander.

Create TWO cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
 - a) Fold the sheet in half along the black dotted line.
 - b) Fold it in half again along the green dotted line.
 - c) Cut along the red dotted lines.



Maak TWEE knip-uit-en-bêreboekies

1. Haal bladsye 5 tot 12 van hierdie bylae uit.
2. Die vel met bladsye 5, 6, 11 en 12 daarop, maak een boek. Die vel met bladsye 7, 8, 9 en 10 daarop, maak die ander boek.
3. Gebruik elk van die velle om 'n boek te maak. Volg die instruksies hieronder om elke boek te maak.
 - a) Vou die vel in die helfte op die swart stippellyn.
 - b) Vou dit weer in die helfte op die groen stippellyn.
 - c) Knip uit op die rooi stippellyne.



Drive your imagination



Very early in the morning, people started getting ready for the celebration. Quietly, they snuck out of their homes so that Spider would not notice them.

Everyone was very busy preparing all sorts of delicious food and drink, but then they ran out of fresh water. Of course, no feast can be prepared properly without water, so the village elders sent a young girl to the river to fetch some water.

When the girl got to the river's edge, she knelt down and dipped her clay pot into the water. Then ...

Baie vroeg die oggend begin die mense regmaak vir die fees. Hulle sluipt stillegies uit hul huise sodat Spinnekop hulle nie moet sien nie.

Almal is besig om allehande heerlike kos en drinkgoed te maak, maar toe raak hulle vars water op. Natuurlik kan geen fees behoorlik voorberei word sonder vars water nie, en daarom stuur die oudstes van die dorp 'n jong meisie na die rivier toe om te gaan water haal.

Toe die meisie by die riviervl kom, kniel sy en doop haar kleipot in die water. Toe ...



Tegumpee, gump, gump, tegumpee, gungumunni! Wat is daardie trommegeluid wat hy hoor? *Tegumpee, gump, gump, tegumpee, gungumunni!* Die ritme van die tromme laat hom opstaan en dans, en net soos die meisie, vergeet hy heeltemal van die water. Hy dans en dans en dans tot hy doodmoeg is.

Toe die seun nie terugkom nie, word iemand anders na die rivier gestuur om water te gaan haal ... en toe nog iemand ... en toe nog iemand ... totdat byna al die dorpenaar by die rivier is, eerder as om voor te berei vir die fees.

Tegumpee, gump, gump, tegumpee, gungumunni! Hulle dans en dans almal op die maat van die tromme.

Uiteindelik kry een van die dorpenaars dit reg om op te hou dans, en sê: “Wag! Ek weet wie so trom speel! Dis Spinnekop!”

Tegumpee, gump, gump, tegumpee, gungumunni! What was that drumming sound that he could hear? *Tegumpee, gump, gump, tegumpee, gungumunni!* The rhythm of the drums made him stand up and dance, and just like the girl, he forgot all about collecting the water. He danced and danced and danced until he was very, very tired.

When the boy didn't return, someone else was sent to the river to collect water ... and then someone else ... and then someone else ... until almost every villager had left the preparations and was at the river's edge.

Tegumpee, gump, gump, tegumpee, gungumunni! They were all dancing and dancing to the rhythm of the drums.

Eventually one of the villagers managed to stop dancing and said, “Wait! I know whose drumming this is! It's Spider's!”

“In that case, you may come to our celebration!” said the people and everyone made their way back to the village to start celebrating, leaving Spider to pick up his drums and carry them up the hill.

Just as everyone was about to begin eating and drinking, Spider arrived. This time he was not alone. He had brought his wife and children with him!

What do you think happened next? Well, before the villagers could even say, “Hello!”, the spiders started eating. They didn't look up or down. They didn't look left or right. They just shovelled the food into their mouths with their many busy legs until nothing at all was left for the poor villagers – not even a crumb!

The people were stunned. They had been tricked! Quietly, they went back to their huts. Spider had not changed! He was still as greedy as ever!

Here I rest my story.

“In daardie geval mag jy maar na ons fees toe kom!” sê die mense, en almal kies koers terug na die dorp om te begin feesvier. Hulle los Spinnekop daar om sy tromme op te tel en teen die bult op te dra.

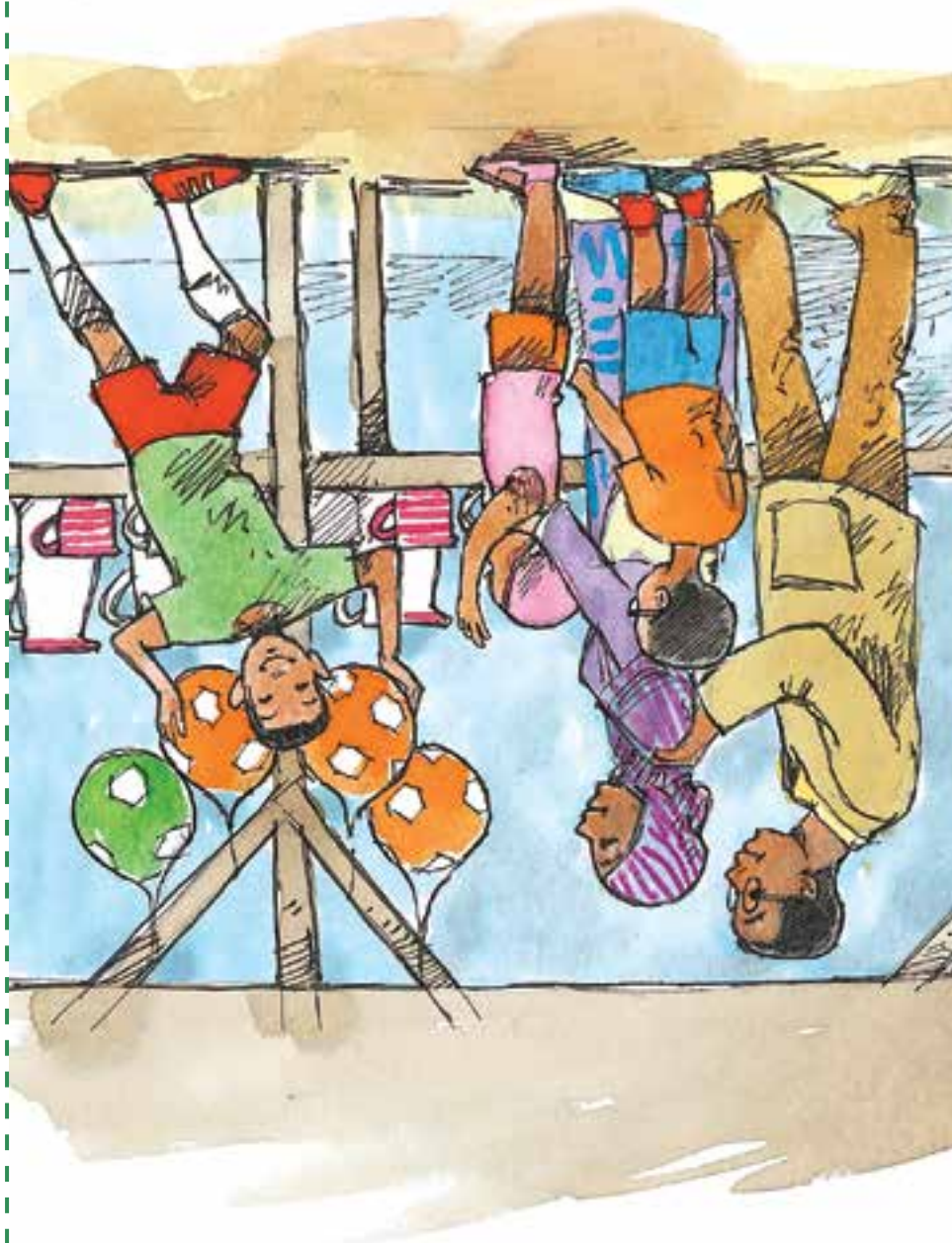
Net toe almal begin eet en drink, kom Spinnekop daar aan. Hierdie keer is hy nie alleen nie. Hy het sy vrou en kinders saamgebring!

Wat dink julle het volgende gebeur? Wel, voor die dorpenaars nog “Hallo!” kon sê, het die spinnekoppe begin eet. Hulle het nie op of af gekyk nie. Hulle het nie links of regs gekyk nie. Hulle het net met hul baie besige pote kos in hul monde geprop tot daar niks oor was vir die arme dorpenaars nie – nie eens 'n krummeltjie nie!

Die mense was stomverbaas. Hulle is om die bos gelei! Stil-stil gaan almal terug na hul hutte. Spinnekop het nie verander nie! Hy is nog net so gulsig soos altyd!

Fluit, fluit, my storie is uit.

Beruk is holding two
orange balls.
Beruk hou twee oranje
balle vas.



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Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



Nal'ibali is 'n nasionale lees-vir-genot veldtog wat kinders se potensiaal help ontwikkel deur middel van lees en die vertel van stories. Vir meer inligting, besoek www.nalibali.org of www.nalibali.mobi



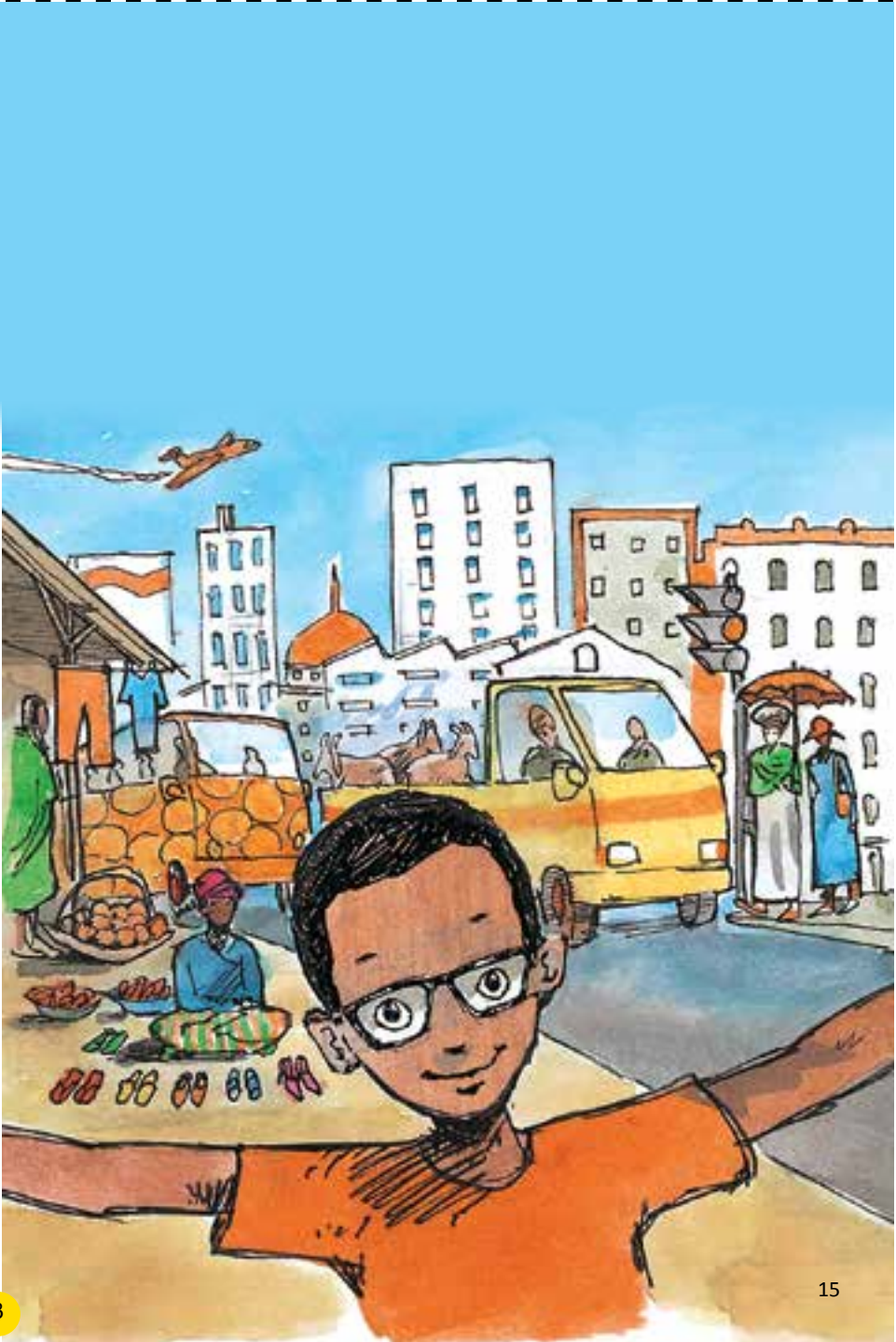
Orange Oranje



Michael Daniel Ambatchew
Lizza Littlewort
Marie Gerber



Mamma dra oranje pantoffels. Mimi dra 'n oranje kortbroek.

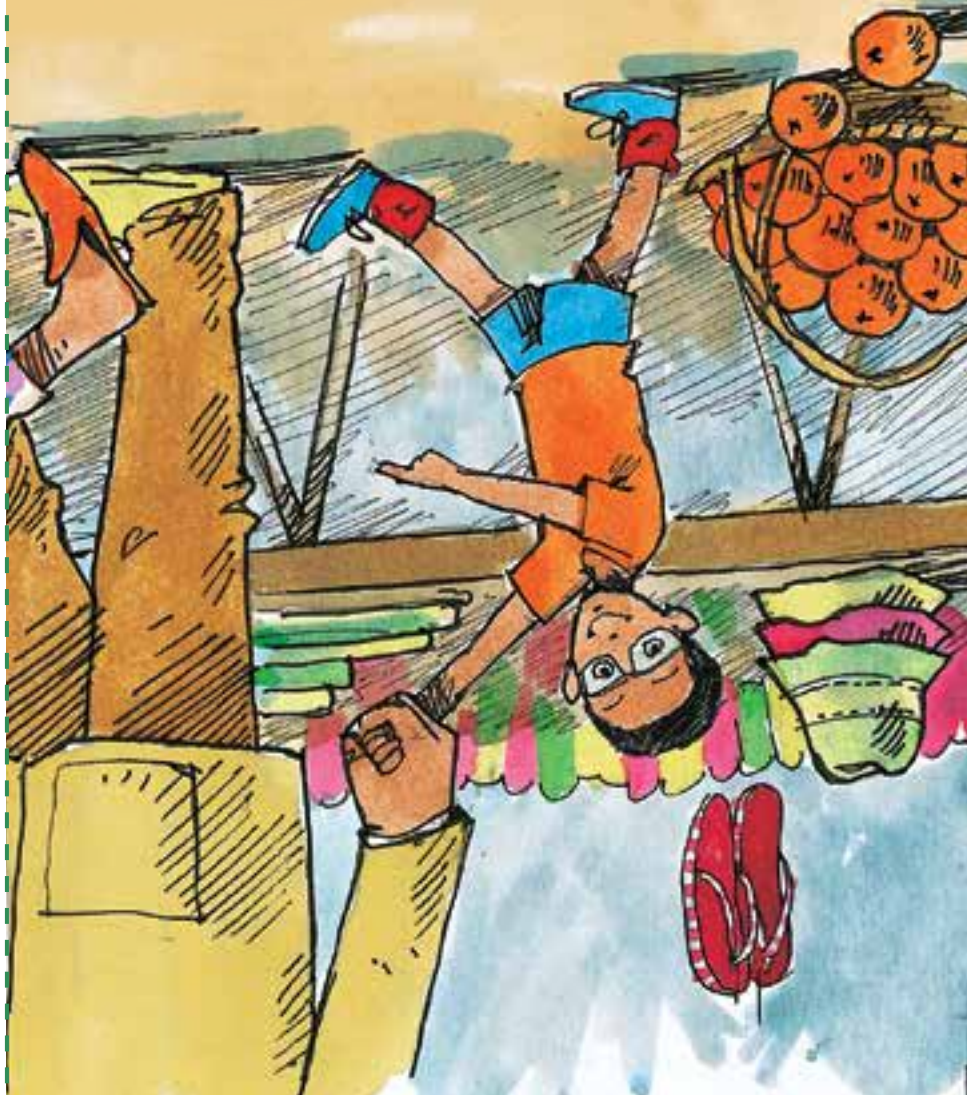


Baba has an orange razor.
Baba het 'n oranje skeermes.

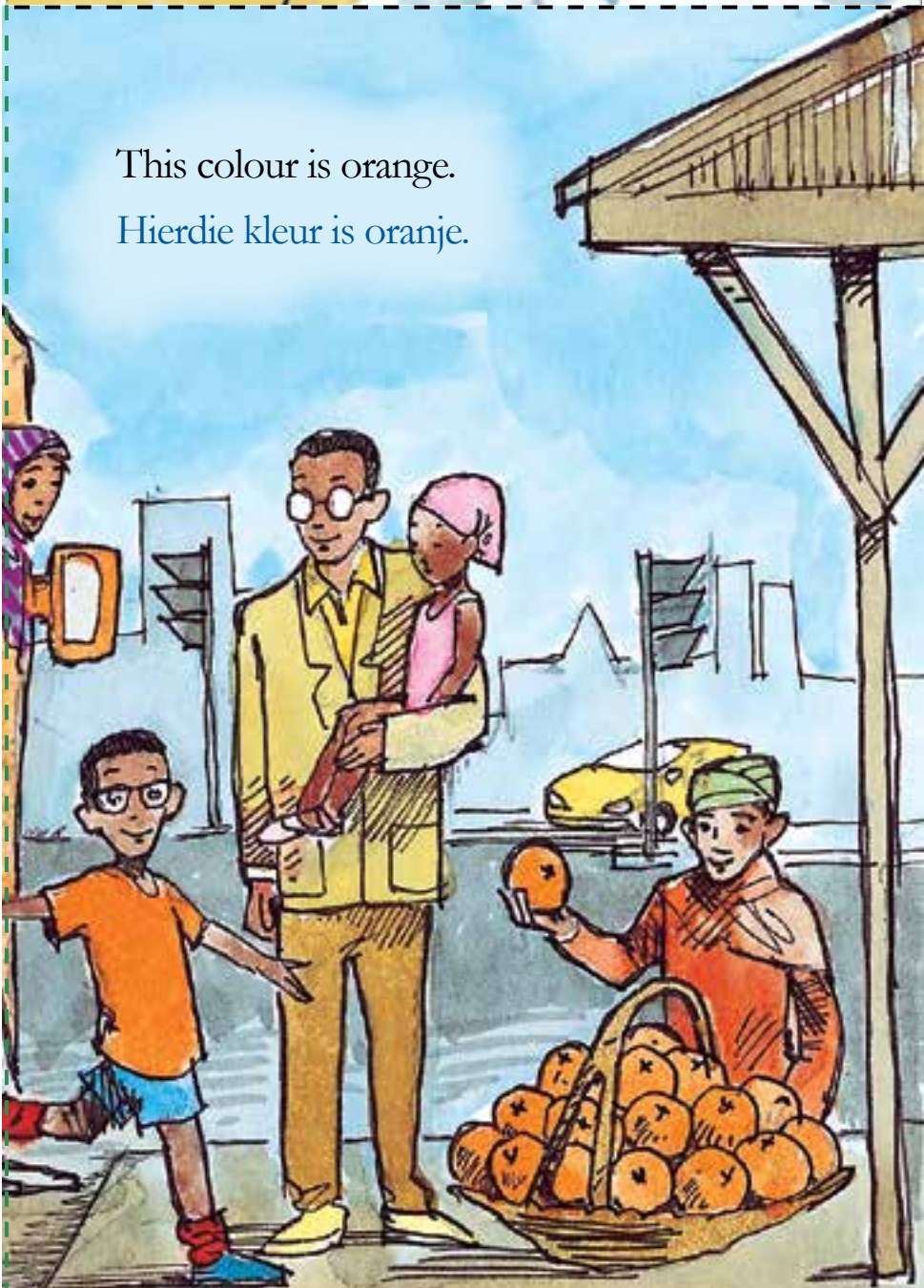


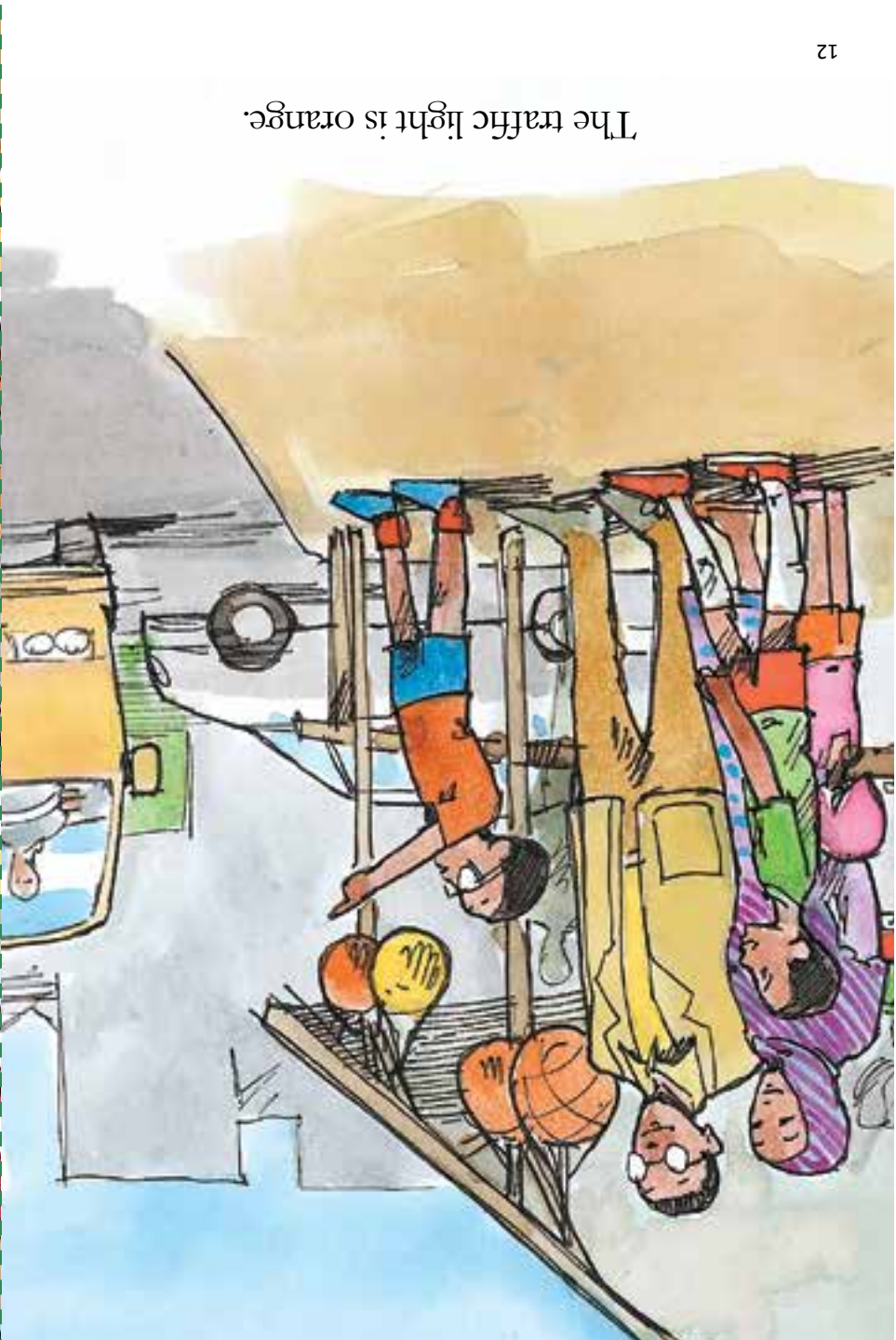
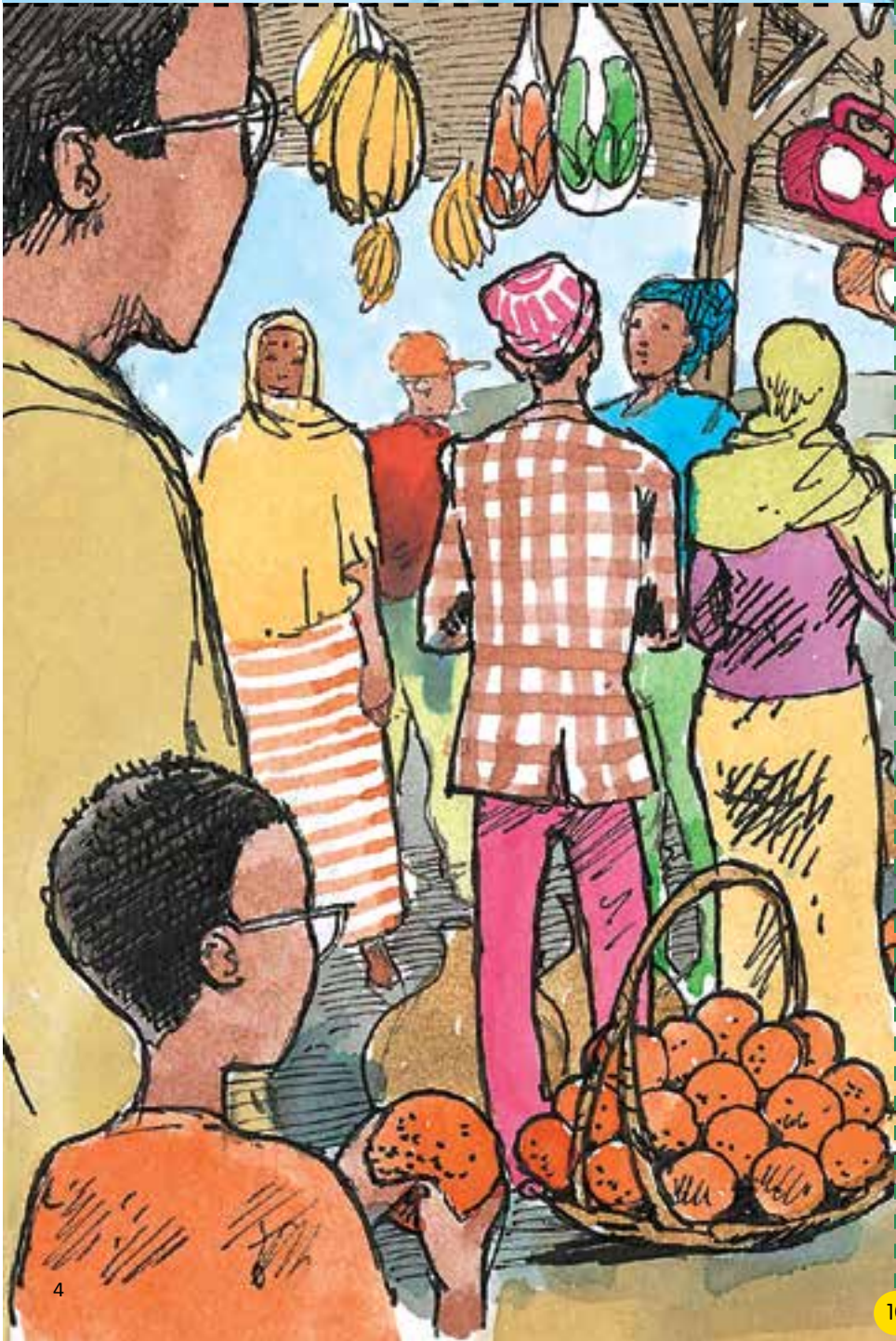
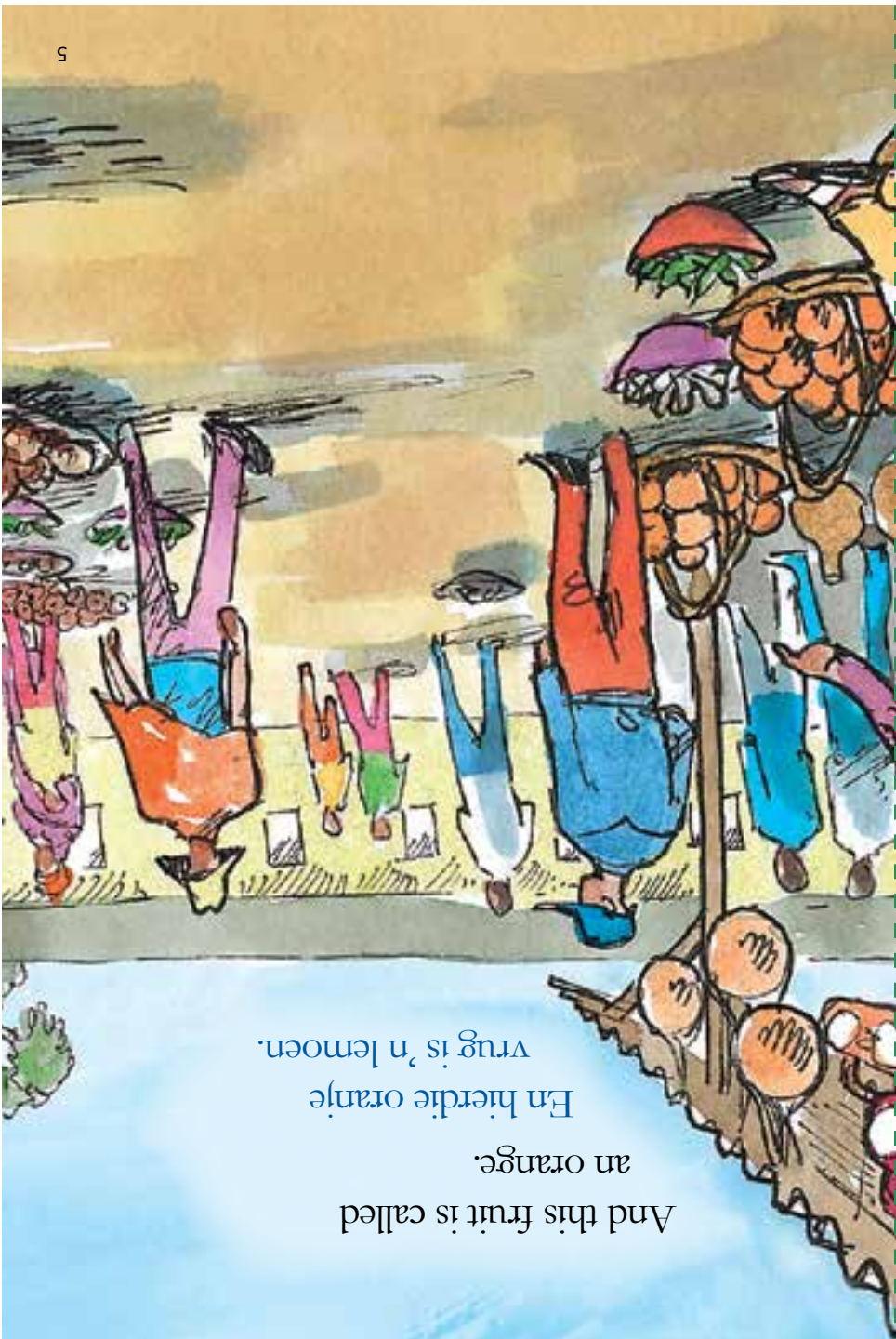
What other orange things
can you find?
Watter ander dinge sien jy
wat oranje is?

Mama's wearing orange slippers. Mimi's
wearing orange shorts.



This colour is orange.
Hierdie kleur is oranje.





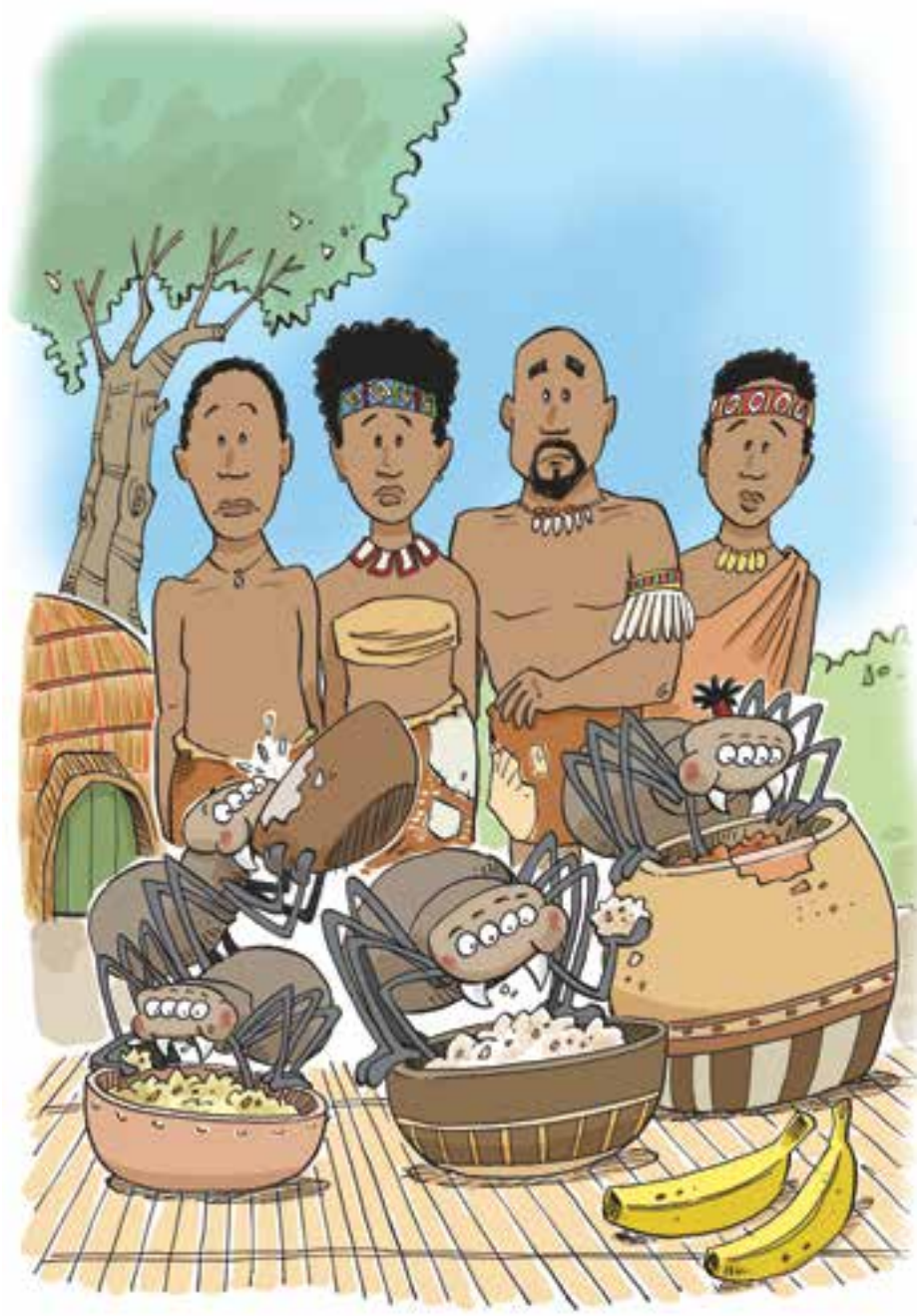
The traffic light is orange.

Die verkeerslig is oranje.



The evening before the celebration, Spider waited until the sun had set and darkness covered every part of the earth. When he was sure that all the villagers were fast asleep, he took his drums and carried them down to the river. Then he hid in the tall summer grass on the river's edge until dawn.

Die aand voor die fees, wag Spinnekop tot die son sak en die hele aarde in donkerterte gehul is. Toe hy seker is dat al die dorpenaars vas aan die slaap is, vat hy sy tromme en dra hulle af na die rivier. Toe kruip hy tot dagbreek in die lang somergras op die oewer van die rivier weg.



A long time ago, when animals could speak human languages, there lived a spider. Spider was no ordinary creature. He was an excellent drummer and such a seasoned musician that when he drummed, every one of his eight legs would beat a different drum! Although people in Spider's village really loved his music, there was one thing that they didn't like about him. Whenever there was a celebration, Spider would eat up all the food and there would be nothing left for anyone else.

Lank, lank gelede, toe diere nog mensetaal kon praat, was daar 'n spinnekop. Spinnekop was geen gewone kalant nie. Hy was 'n voortreflike tromspeler en so 'n gesoute musikant dat hy met elkeen van sy agt pote 'n ander trom geslaan het! Al het die mense in Spinnekop se dorp regtig van sy musiek gehou, was daar een ding omtrent hom waarvan hulle niks gehou het nie. Wanneer daar 'n fees was, het Spinnekop al die kos opgeëet, en dan het daar niks vir enigiemand anders oorgebly nie.

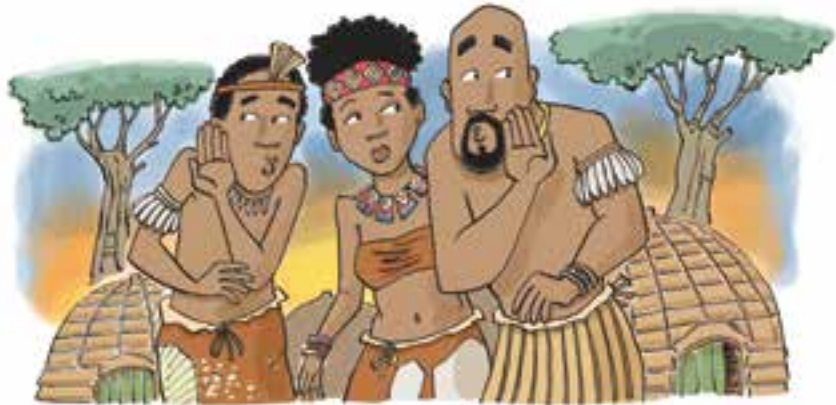


But someone didn't know how to keep a secret! It wasn't long before Spider heard that he was the only one not invited to the celebration. He was furious!

"How dare they ignore me like that!" fumed Spider. "I'll teach them a lesson. Now they'll see my true colours." Then he sat down and began to think. He thought and thought, until eventually he had a plan. He knew just what he was going to do.

Maar iemand kon nie 'n geheim hou nie! Dit was nie lank nie, of Spinnekop hoor dat hy die enigste een is wat nie na die fees genooi is nie. Hy is woedend!

"Hoe durf hulle my so ignoreer!" sê Spinnekop briesend. "Ek sal hulle 'n les leer. Nou sal hulle my ware kleure sien." Toe gaan sit en dink hy. Hy dink en hy dink, tot hy uiteindelik 'n plan kry. Hy weet presies wat hy gaan doen.

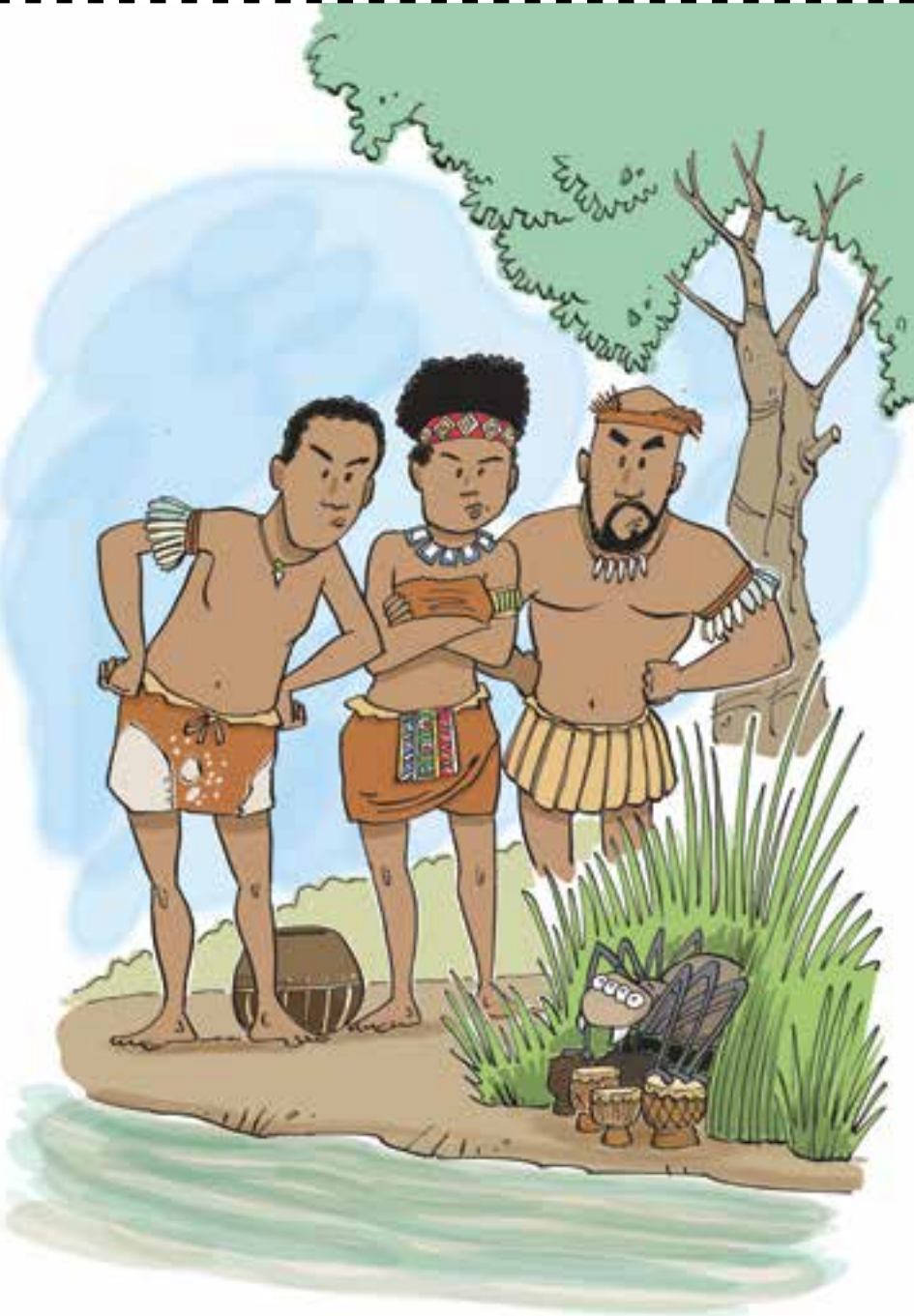


One day, the people in the village were preparing for a big celebration. News spread fast and everyone was excited about it. But then they remembered the problem of greedy Spider!

"Let's keep the celebration a secret this time," the villagers said to one another. They all agreed that Spider should never find out.

Op 'n dag het die mense van die dorp besluit om 'n groot fees te hou. Die nuus het soos 'n veldbrand versprei en almal was opgewonde daaroor. Maar toe onthou hulle van die probleem met gulsige Spinnekop!

"Kom ons hou hierdie keer die fees 'n geheim," sê die dorpenaars vir mekaar. Hulle stem almal saam dat Spinnekop nooit daarvan moet uitvind nie.



"Aha!" shouted everyone. "Spider! Spider! Come out from your hiding place! We know you're here!"

Spider crawled out of the long grass, looking very pleased with himself.

"Why did you make us dance until we were exhausted?" the people asked.

"Well, if you had invited me to the celebration, I wouldn't have," snarled Spider.

"But Spider, the only reason we didn't invite you, is because you are so greedy! You always eat all the food at our celebrations," they explained.

Spider looked down and said, "I'm sorry. I promise you I will change. I won't ever be so greedy again."

"Aha!" roep almal. "Spinnekop! Spinnekop! Kom uit jou wegkruipplek! Ons weet jy's hier!"

Spinnekop krui uit die lang gras uit en lyk baie ingenome met homself.

"Waarom het jy ons laat dans tot ons doodmoeg is?" vra die mense.

"Wel, as julle my na die fees genooi het, sou ek dit nie gedoen het nie," smaal Spinnekop.

"Maar Spinnekop, die enigste rede waarom ons jou nie genooi het nie, is omdat jy so gulsig is! Jy eet altyd al die kos op wanneer ons 'n fees hou," verduidelik hulle.

Spinnekop kyk af en sê: "Ek is jammer. Ek belowe ek sal verander. Ek sal nooit weer so gulsig wees nie."

Meet the Chopra family!

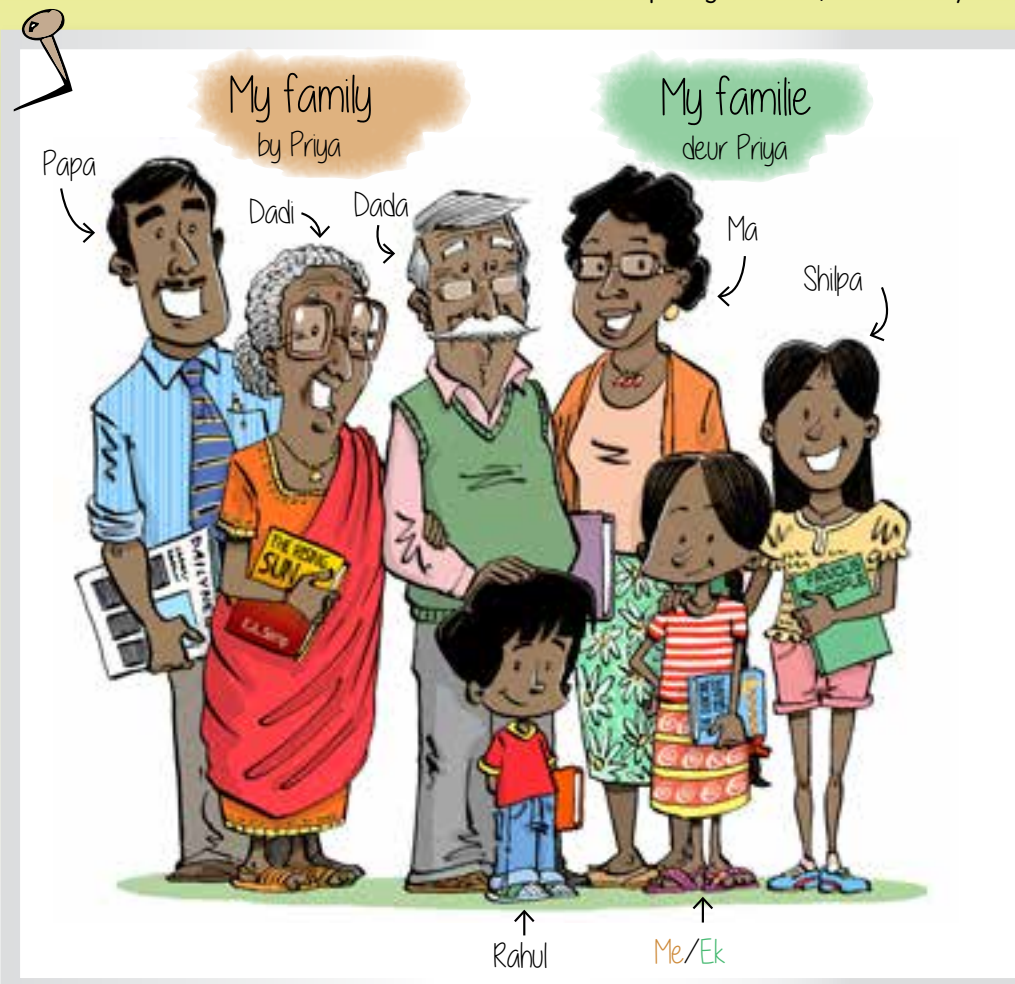
We'd like to introduce you to some of our new Nal'ibali characters – Priya and her family!

Priya is 8 years old. She lives with her mother, father, grandfather, grandmother, younger brother and older sister. She is very lucky because all the adults in her home take turns to read to the children! Her sister, Shilpa, who is 11 years old, also reads to her sometimes. Shilpa especially enjoys reading books about famous people. Priya thinks that some of these people seem a bit boring, but she enjoys it when Shilpa reads to her about people who have discovered interesting things about the universe!

Priya and Neo are in the same class at school. They are in Grade 2. They are friends at school and they also spend time together after school. Sometimes when Neo comes over to play at Priya's house, he brings Mbali with him. Then Mbali and Priya's younger brother, Rahul, play together. Priya thinks that Rahul can be a bit bossy towards Mbali, just because he is four years old and she is only two. But, they seem to have lots of fun together – and they make the biggest mess ever! Once they brought buckets of sand inside the house and built a sandcastle on the mat in the lounge!

Priya is also good friends with Bella. They often play together, and every Saturday one of their moms takes both girls to the library. (Noodle usually tries to go too, but dogs are not allowed in the library!) Priya and Bella's favourite game is to dress up as queens and to dress Noodle up too. Then they have a pretend feast of their favourite foods – bananas, biscuits and ice-cream.

How is your family similar to Priya's? How is it different?



Ontmoet die Chopra-familie!

Ons wil julle graag bekendstel aan van ons nuwe Nal'ibali-karakters – Priya en haar familie!

Priya is 8 jaar oud. Sy woon saam met haar ma, pa, oupa, ouma, jonger broer en ouer suster. Sy is baie gelukkig, want al die grootmense in haar huis maak beurte om vir die kinders te lees! Haar suster, Shilpa, wat 11 jaar oud is, lees ook soms vir haar. Shilpa hou veral van boeke oor beroemde mense. Priya dink dat sekere van hierdie mense 'n bietjie vervelig is, maar sy geniet dit wanneer Shilpa vir haar van mense wat interessante dinge oor die heelal ontdek het, lees!

Priya en Neo is in dieselfde klas by die skool. Hulle is in Graad 2. Hulle is maats by die skool en bring ook na skool tyd saam deur. Soms, wanneer Neo by Priya se huis gaan speel, neem hy vir Mbali saam. Dan speel Mbali en Priya se jonger broer, Rahul, saam. Priya dink Rahul is 'n bietjie baasspelerig oor Mbali, net omdat hy al vier jaar oud is en sy is nog net twee. Maar dit lyk of hulle baie pret saam het – en hulle maak die grootste gemors! Eenkeer het hulle emmers vol sand in die huis ingedra en 'n sandkasteel op die mat in die sitkamer gebou!

Priya is ook goeie maats met Bella. Hulle speel dikwels saam, en elke Saterdag vat een van hul ma's albei meisies biblioteek toe. (Noodle probeer gewoonlik saamgaan, maar honde word nie in die biblioteek toegelaat nie!) Priya en Bella se gunstelingspeletjie is om soos koninginne aan te trek en om dan ook vir Noodle aan te trek. Dan hou hulle 'n kamma-fees met hul gunsteling-eetgoed – piesangs, koekies en roomys.

Hoe is jou familie dieselfde as Priya s'n? Hoe is jou familie anders?

NAL'IBALI ON RADIO!

Tune into the following radio stations to enjoy listening to stories on Nal'ibali's radio show!

Ikwekwezi FM on Monday, Wednesday and Friday at 9.45 a.m.

Lesedi FM on Monday, Tuesday and Thursday at 9.45 a.m.

Ligwalagwala FM on Monday to Wednesday at 9.10 a.m.

Munghana Lonene FM on Monday, Wednesday and Friday at 9.35 a.m.

Phalaphala FM on Monday to Wednesday at 11.15 a.m.

RSG on Monday to Wednesday at 9.10 a.m.

SAfm on Monday, Wednesday and Friday at 1.50 p.m.

Thobela FM on Tuesday and Thursday at 2.50 p.m., on Saturday at 9.20 a.m. and on Sunday at 7.50 a.m.

Ukhozi FM on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.

Umhlobo Wenene FM on Monday to Wednesday at 9.30 a.m.

X-K FM on Monday, Wednesday and Friday at 9.00 a.m.



NAL'IBALI OP DIE RADIO!

Skakel op enige van die volgende radiostasies in en geniet dit om na stories op Nal'ibali se radioprogram te luister!

Ikwekwezi FM op Maandag, Woensdag en Vrydag om 9.45 vm.

Lesedi FM op Maandag, Dinsdag en Donderdag om 9.45 vm.

Ligwalagwala FM van Maandag tot Woensdag om 9.10 vm.

Munghana Lonene FM op Maandag, Woensdag en Vrydag om 9.35 vm.

Phalaphala FM van Maandag tot Woensdag om 11.15 vm.

RSG van Maandag tot Woensdag om 9.10 vm.

SAfm op Maandag, Woensdag en Vrydag om 1.50 nm.

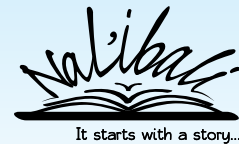
Thobela FM op Dinsdag en Donderdag om 2.50 nm., op Saterdag om 9.20 vm. en op Sondag om 7.50 vm.

Ukhozi FM op Woensdag om 9.20 vm. en op Saterdag om 8.50 vm.

Umhlobo Wenene FM van Maandag tot Woensdag om 9.30 vm.

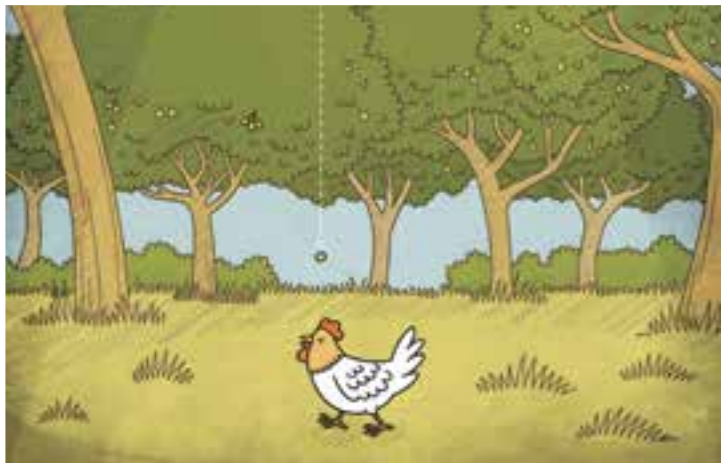
X-K FM op Maandag, Woensdag en Vrydag om 9.00 vm.

The sky is falling down!



Retold by Wendy Hartmann ★ Illustrations by Magriet Brink and Leo Daly

One sunny day, Little Chicken went out to look for food. She was walking under a clump of marula trees, when suddenly *THWACK!* – a fruit from one of the trees fell on her head.



“Ow! Something fell on my head!” clucked Little Chicken. She looked up and saw nothing but the sky. “Oh my goodness,” said Little Chicken. “It must be the sky. The sky is falling down. I must go tell the chief.” So off she went cluck, cluck, clucking, and then she met Rooster pecking in the field.

Rooster looked up from his pecking. “Where are you going, Little Chicken?” he asked.

“I’m going to tell the chief that the sky is falling down,” explained Little Chicken.

“That’s awful! May I come with you to give the chief this news?” asked Rooster.

“Yes,” said Little Chicken, “you may come with me.”

So Little Chicken and Rooster went to tell the chief that the sky was falling down. They walked along clucking and pecking, and then they met Duck at the edge of the farm dam.

“Where are you going, Little Chicken and Rooster?” asked Duck.

“We’re going to tell the chief that the sky is falling down,” explained Little Chicken.

“That’s awful! May I come with you to give the chief this news?” asked Duck.

“Certainly,” said Little Chicken and Rooster. “Come with us.”

So Little Chicken, Rooster and Duck went to tell the chief that the sky was falling down. They walked along clucking, pecking and quacking, and then they met Goose.

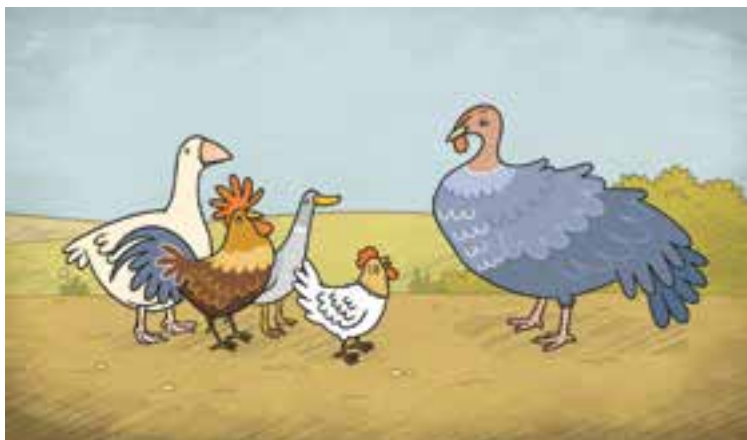
“Where are you going?” asked Goose.

“We’re going to tell the chief that the sky is falling down,” explained Little Chicken.

“May I come with you?” asked Goose.

“Yes,” said Little Chicken, Rooster and Duck.

So Little Chicken, Rooster, Duck and Goose went to tell the chief that the sky was falling down. They walked along clucking, pecking, quacking and honking, and then they met Turkey.



“Where are you all going?” asked Turkey.

“We’re going to tell the chief that the sky is falling down,” explained Little Chicken.

“May I come with you?” asked Turkey.

“Oh yes, of course you may,” said Little Chicken, Rooster, Duck and Goose.

So Little Chicken, Rooster, Duck, Goose, and Turkey all went to tell the chief that the sky was falling down. They walked along, clucking, pecking, quacking, honking and gobbling, and then they met Jackal.

Jackal asked, “Where are you going, Little Chicken, Rooster, Duck, Goose and Turkey?”

“Jackal,” they said, “we’re going to tell the chief that the sky is falling down.”

“Oh! But this is not the way to the chief,” said Jackal. “I know the right way. Shall I show you?”

“Yes, please, Jackal,” they answered.

“Follow me then,” said Jackal. “This way, quickly!”

So Little Chicken, Rooster, Duck, Goose, Turkey and Jackal all went to tell the chief that the sky was falling down. They walked and walked until they came to a narrow and dark hole. Now, this was the door to Jackal’s cave. But Jackal said, “This is the short way to the chief’s kraal. You’ll soon get there if you follow me. I will go first and you must follow me.”

“Thank you,” said Little Chicken, Rooster, Duck, Goose and Turkey.

So Jackal went into his cave. He didn’t go all the way to the end. He stopped halfway and turned around to wait. At last he saw Turkey coming through the dark hole into the cave. Turkey didn’t get very far when suddenly Jackal snapped at him and tore out a whole bunch of feathers.

“Oh no!” gobbled Turkey. “No, no, no!” He turned around to run out of the cave and bumped straight into Goose. Goose turned and bumped into Duck. Duck turned and bumped into Rooster. Rooster turned and bumped into Little Chicken. And Little Chicken? Little Chicken fell *PLOP!* on the ground.



Quickly she jumped up, and then every single one of them ran out of the cave as fast as they could! They ran and ran until at last, puffing and panting, Little Chicken, Rooster, Duck, Goose and Turkey got home safely. And that is where they stayed.

They never trusted Jackal again. Of course, none of them got to the chief’s kraal and no one ever told the chief that the sky was falling down.

And ... guess what? To this very day, it never has.

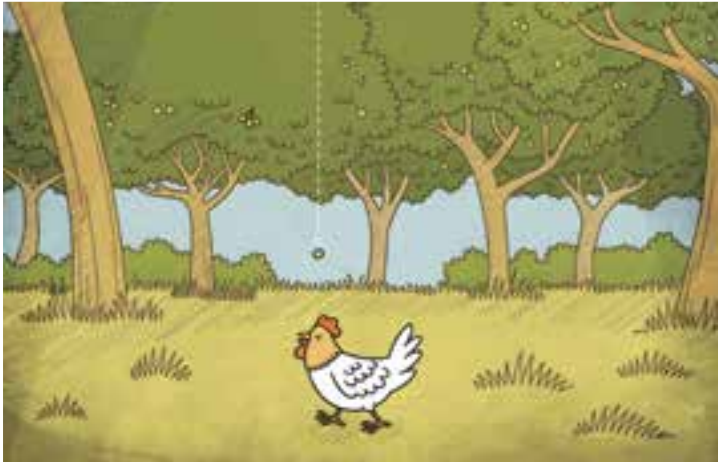


Die hemel val!

Oorvertel deur Wendy Hartmann ★ Illustrasies deur Magriet Brink en Leo Daly

Storiehoekie

Een sonnige dag gaan Hennesjette uit om kos te soek. Toe sy onder 'n klomp maroelabome deurloop, val 'n vrug van een van die bome skielik **KADOEF!** op haar kop.



“Eina! Iets het op my kop geval!” kloek Hennesjette. Sy kyk op en sien niks behalwe die lug nie. “Goeiste,” sê Hennesjette. “Dit moet die hemel wees. Die hemel val. Ek moet die hoofman gaan vertel.” En daar gaan sy al kloek-kloekend, en toe ontmoet sy vir Hoenderhaan wat in die veld loop en pik.

Hoenderhaan kyk op. “Waarheen is jy op pad, Hennesjette?” vra hy.

“Ek gaan vir die hoofman vertel dat die hemel val,” verduidelik Hennesjette.

“Dis verskriklik! Kan ek saam met jou kom om vir die hoofman hierdie nuus te vertel?” vra Hoenderhaan.

“Ja,” sê Hennesjette, “jy kan saamkom.”

Hennesjette en Hoenderhaan loop toe om vir die hoofman te gaan vertel dat die hemel val. Hulle loop en kloek en pik, en toe ontmoet hulle vir Eend naby die plaasdam.

“Waarheen is julle op pad, Hennesjette en Hoenderhaan?” vra Eend.

“Ons gaan vir die hoofman vertel dat die hemel val,” verduidelik Hennesjette.

“Dis verskriklik! Kan ek saam met julle kom om vir die hoofman hierdie nuus te vertel?” vra Eend.

“Natuurlik,” sê Hennesjette en Hoenderhaan. “Kom saam met ons.”

Hennesjette, Hoenderhaan en Eend loop toe om vir die hoofman te gaan vertel dat die hemel val. Hulle loop en kloek, pik en kwaak, en toe ontmoet hulle vir Gans.

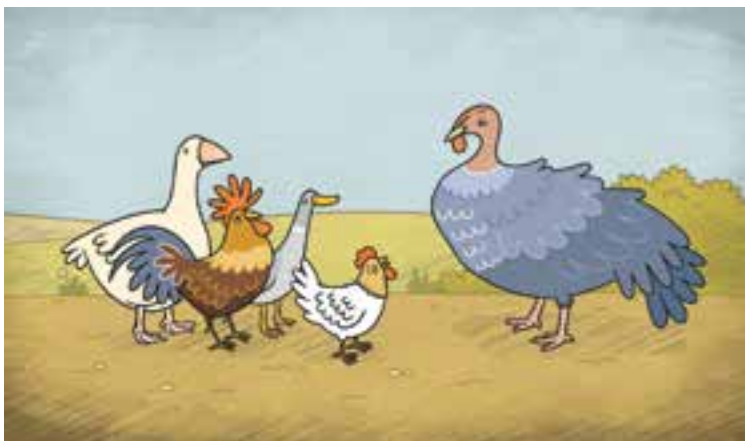
“Waarheen is julle op pad?” vra Gans.

“Ons gaan vir die hoofman vertel dat die hemel val,” verduidelik Hennesjette.

“Kan ek saam met julle kom?” vra Gans.

“Ja,” sê Hennesjette, Hoenderhaan en Eend.

Hennesjette, Hoenderhaan, Eend en Gans loop toe om vir die hoofman te gaan vertel dat die hemel val. Hulle loop en kloek, pik, kwaak en blaas, en toe ontmoet hulle vir Kalkoen.



“Waarheen is julle almal op pad?” vra Kalkoen.

“Ons gaan vir die hoofman vertel dat die hemel val,” verduidelik Hennesjette.

“Kan ek saam met julle kom?” vra Kalkoen.

“O ja, natuurlik kan jy,” sê Hennesjette, Hoenderhaan, Eend en Gans.

Hennesjette, Hoenderhaan, Eend, Gans en Kalkoen loop toe om vir die hoofman te gaan vertel dat die hemel val. Hulle loop en kloek, pik, kwaak, blaas en koel-koel, en toe ontmoet hulle vir Jakkals.

Jakkals vra: “Waarheen is julle op pad, Hennesjette, Hoenderhaan, Eend, Gans en Kalkoen?”

“Jakkals,” sê hulle, “ons gaan vir die hoofman vertel dat die hemel val.”

“O! Maar dis nie die pad na die hoofman toe nie,” sê Jakkals. “Ek ken die regte pad. Moet ek vir julle wys?”

“Ja, asseblief, Jakkals,” antwoord hulle.

“Volg my dan,” sê Jakkals. “Toe-toe, hierdie kant toe!”

Hennesjette, Hoenderhaan, Eend, Gans, Kalkoen en Jakkals loop toe almal om vir die hoofman te gaan vertel dat die hemel val. Hulle stap en stap totdat hulle by 'n nou, donker ingang kom. Dit is natuurlik die ingang na Jakkals se grot. Maar Jakkals sê: “Dit is die kortpad na die hoofman se kraal. Julle sal gou daar wees as julle my volg. Ek sal eerste ingaan en dan moet julle my volg.”

“Dankie,” sê Hennesjette, Hoenderhaan, Eend, Gans en Kalkoen.

Jakkals stap toe in sy grot in. Hy stap nie tot aan die end nie. Halfpad gaan staan hy, draai om en wag. Uiteindelik sien hy vir Kalkoen by die donker ingang van die grot inkom. Maar Kalkoen kom nie baie ver nie, want Jakkals hap na hom en trek 'n hele klos vere uit.

“O, nee!” koel-koel Kalkoen. “Nee, nee, nee!” Hy draai om om uit te hardloop, maar hy hardloop in Gans vas. Gans draai om en hardloop in Eend vas. Eend draai om en hardloop in Hoenderhaan vas. Hoenderhaan draai om en hardloop in Hennesjette vas. En Hennesjette? Hennesjette val **KAPLAKS!** op die grond.



Hennesjette spring vinnig op, en toe hardloop elke enkele een van hulle so vinnig as wat hulle kan uit die grot uit! Hulle hardloop en hardloop tot Hennesjette, Hoenderhaan, Eend, Gans en Kalkoen swoegend en swetend veilig by hul huise is. En dit is waar hulle gebly het.

Hulle het nooit weer vir Jakkals vertrou nie. Natuurlik het niemand by die hoofman se kraal uitgekom nie, en niemand het ooit vir die hoofman vertel dat die hemel val nie.

En ... raai wat? Tot vandag toe het dit nog nooit gebeur nie.



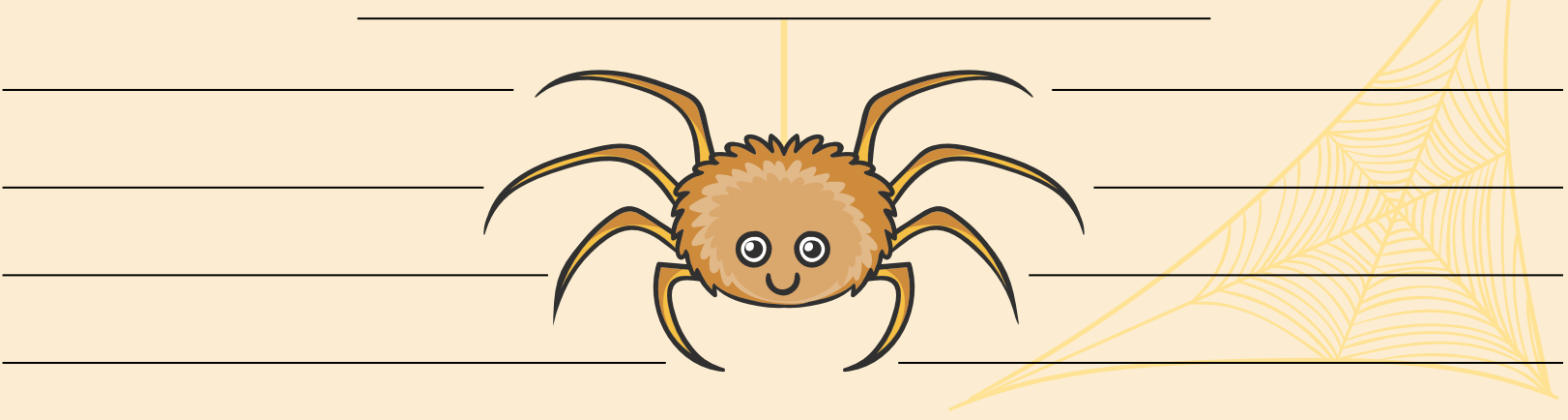
Nal'ibali fun

Nal'ibali-pret



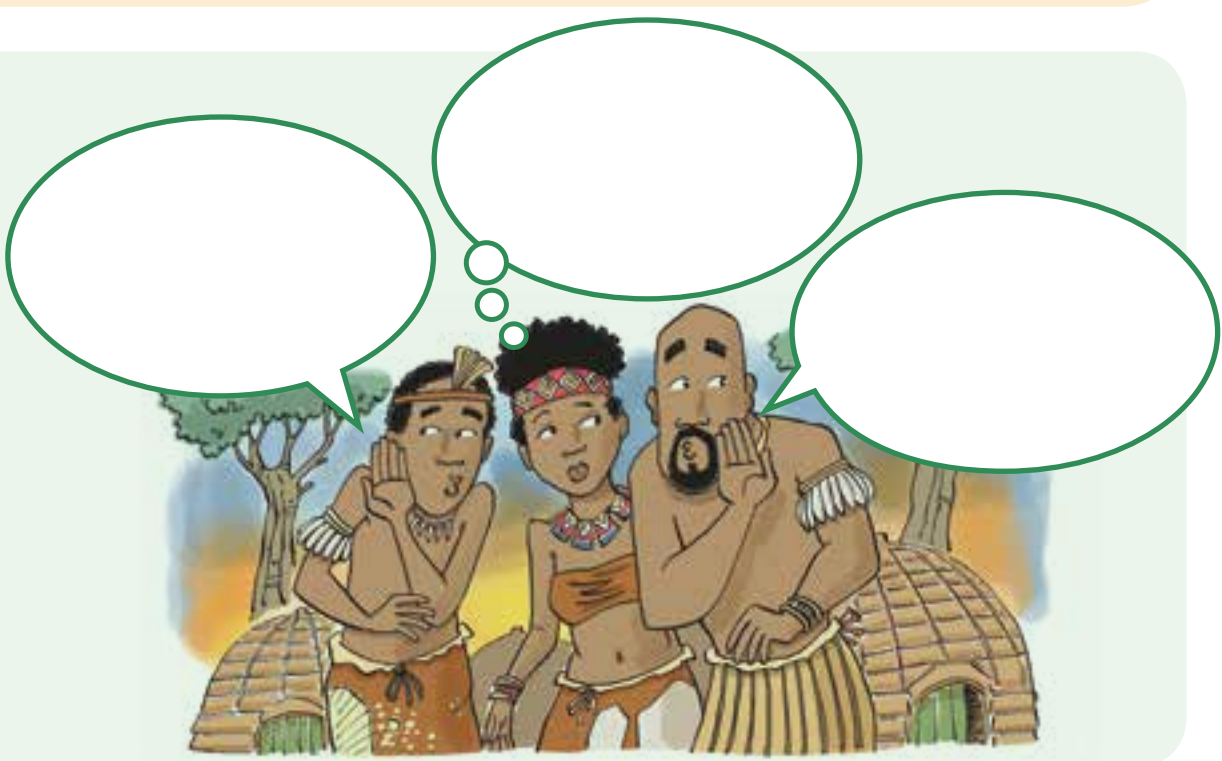
1. What words or sentences would you use to describe the spider in the story, *Spider, the drummer*? Write these next to the legs of this spider to create your own poem about the character. Then give your poem a title.

Watter woorde of sinne sal jy gebruik om die spinnekop in die storie, *Spinnekop, die tromspeler*, te beskryf? Skryf dit langs hierdie spinnekop se pote neer om jou eie gedig oor die karakter in die storie te maak. Gee dan vir jou gedig 'n titel.



2. In this picture from *Spider, the drummer*, the villagers are talking about the celebration that they want to keep a secret from Spider. Complete the speech bubbles and thought bubble to show what they are saying and thinking.

In hierdie prent uit *Spinnekop, die tromspeler*, gesels die dorpenaars oor die fees wat hulle vir Spinnekop geheim wil hou. Voltooi die praatborrels en denkborrel om te wys wat hulle sê en dink.



3. How many of the animals in the story, *The sky is falling down!* have wings? Can you name them?
Hoeveel diere in die storie, *Die hemel val!*, het vlerke? Kan jy hulle opnoem?

Answers: (3) Five: chicken, rooster, duck, goose, turkey
Antwoorde: (3) Vyf: henneljie, hoenderhaan, eend, gans, kalkoen

Don't forget that we will be taking a break until the week of **15 October 2017**. Enjoy the holidays, and join us after the holiday for more Nal'ibali reading magic! In the meantime, visit www.nalibali.org or www.nalibali.mobi to find stories and reading-for-enjoyment inspiration.



Onthou dat ons 'n blaaskans neem tot die week van **15 Oktober 2017**. Geniet die vakansie en sluit na die vakansie weer by ons aan vir nog Nal'ibali-leesplesier! Gaan intussen na www.nalibali.org of www.nalibali.mobi vir stories en lees-vir-genot-inspirasie.

Produced for Nal'ibali by the Project for the Study of Alternative Education in South Africa (PRAESA) and Times Media Education. Translation by Anita van Zyl. Nal'ibali character illustrations by Rico.



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